

COMMISSIONER Helps for Packs, Troops, and Crews



BOY SCOUTS OF AMERICA®

Commissioner Helps for Packs, Troops, and Crews

**Help Every Unit Be a Journey to
Excellence Performance Award**



www.scouting.org/commissioners

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INTRODUCTION

The main responsibility of a commissioner is to keep Scouting units alive, healthy, happy, and reregistered on time. In satisfying these responsibilities, the commissioner will face many problems and be required to solve them or assist in their solution. This book helps the new commissioner deal with problems related to the units he or she has been assigned. Even experienced commissioners will find help in the suggestions.

Under each heading there are prescribed *STANDARDS*. Standards are based on proven experience and policy. Select the standards you believe your units need help with. Then determine your plan of *COMMISSIONER ACTION* by using the suggestions listed.

The book will assist you in solving problems. This is especially true when the help of an experienced Scouter is not available. A word of caution: The suggestions presented here are no substitute for your own creative solutions as you apply knowledge, experience, and diplomacy to the situations with which you are faced.

Here are some preliminary steps to establish a perspective and a pattern for problem solving:

1. Hold an individual, private conference with the unit leader, the unit committee chairman, the chartered organization representative, and/or the chartered organization head.
2. Enlist the assistance of your district committee members and your district executive.
3. Utilize the valuable training offered at roundtables, training courses, and commissioner conferences.

4. Read the chapter on “Counseling” in the *Commissioner Fieldbook for Unit Service*, No. 33621.

Throughout the following pages, three program logos are used:



Cub Scouting or packs



Boy Scouting or troops



Venturing or crews

Standards and commissioner actions without a logo are intended for all three programs.



The process for supporting the unit visit is explained at the end of this book in the “Guidelines for Unit Self-Assessment and Action Planning Meeting.” The self-assessment tools are to be used in conjunction with this annual unit visit and action-planning meeting with the unit leader, the unit chair, and the unit commissioner.

The problem-solving scenarios covered are part of the “standards” on the worksheets. The worksheets are designed to be used outside of the unit meetings, not in front of your unit leadership. You will complete them outside of the meeting and discuss with other commissioners at monthly meetings and training sessions.

The worksheets and self-assessment tools are downloadable from the commissioner website—www.scouting.org/commissioners.

ADEQUATE ADULT LEADERSHIP


STANDARD

1. There is two-deep leadership in the unit.
2. There is two-deep leadership present at unit meetings, and a committee member is present at most meetings.
3.  Crew committee members, associate Advisors, and consultants are regularly involved in support of crew program.
4. Guide unit leadership and the chartered organization to provide leaders with frequent thanks and recognition for their service and accomplishments.
5. Guide committee chairs in assigning unit committee members specific duties at unit meetings, such as
 - a. Conducting the monthly progress review
 - b. Collecting dues from the scribe/treasurer
 - c. Taking inventory, planning equipment repairs, etc.
6. Guide unit leaders and committee chairs in assigning specific duties to assistant unit leaders.
7.  Help the chartered organization develop a program capability inventory (a list of adults who can support the crew program with skills, projects, tours, or other resources).
8. Develop a written succession plan for key leadership.

COMMISSIONER ACTIONS

ADEQUATE YOUTH MEMBERSHIP

STANDARD

1. There is a natural replacement of youth members.
2. Maximum tenure of boys is five years in Cub Scouting and seven years in Boy Scouting and Venturing.
3. Units qualify for the Journey to Excellence Performance Award.
4.  Crews conduct a fall “open house” meeting to recruit new members each fall.
5. Encourage participation in the fall roundup program as well as having a year-round membership plan.
6. Advise units to recruit new members through Sunday school surveys, school surveys, invitation cards, Cub Scout graduations, troop open houses, and Venturing open houses.
7. Help the unit conduct an assembly program at local schools and religious institutions.
8. Counsel the unit on the use of window displays as an effective recruiting tool.
9. Help the unit develop a proper graduation program, including pack-to-troop and troop-to-crew transitions.
10. Suggest youth-to-youth contact in recruiting.
11. Review the Journey to Excellence Performance Award commitment form and show how achieving the membership item will help the unit qualify for the award.
12. Emphasize the recognition of youth who recruit new members.




COMMISSIONER ACTIONS

1. Membership is usually a reflection of unit program and leadership. Examine these two categories in your units before taking further action.
2. Analyze the unit’s membership—recent losses and anticipated future losses. Analyze the ages of youth to see if a proper balance exists. An unbalanced age grouping can result in future membership problems.
3. Recommend the use of a unit recruiting plan and assist the unit in setting it up.
4. Encourage participation in the fall roundup program as well as having a year-round membership plan.
5. Advise units to recruit new members through Sunday school surveys, school surveys, invitation cards, Cub Scout graduations, troop open houses, and Venturing open houses.
6. Help the unit conduct an assembly program at local schools and religious institutions.
7. Counsel the unit on the use of window displays as an effective recruiting tool.
8. Help the unit develop a proper graduation program, including pack-to-troop and troop-to-crew transitions.
9. Suggest youth-to-youth contact in recruiting.
10. Review the Journey to Excellence Performance Award commitment form and show how achieving the membership item will help the unit qualify for the award.
11. Emphasize the recognition of youth who recruit new members.







12. Sixty days before unit charter expiration, help the unit committee conduct a membership inventory. Encourage unit adults to visit inactive youth. Help the unit recruit new youth so it can reregister with no loss in membership.
13. Give prompt, intensive, and persistent care when major unit problems occur that could threaten the life or effectiveness of the unit.

ADVANCEMENT—RECOGNITION AND AWARDS

STANDARD

1. Advancement is a regular part of each meeting and event.
2. Each youth shows evidence of current advancement.
3. Each youth advances at least one rank each year.
4. The advancement wall chart is used.
5.  Crews use the Venturing award and advancement system.
6.  Stress the value of Cub Scout advancement as a means of involving parents.
7.  Den craft projects should be started in the den and completed in the home to get parents to participate with their sons.
8. When serious problems exist, have a district advancement person come in as a consultant.
9. Schedule roundtable discussion on advancement and make sure unit leaders attend.
10. Have the unit leaders encourage the most promising youth. Often they'll set a pace for the rest of the group.

COMMISSIONER ACTIONS






1.  Encourage the pack to hold a parents' meeting to discuss the values and methods of Cub Scout advancement. Have pack leaders show parents how they help their sons advance.
2. Encourage the appointment of a unit committee advancement person.
3.  Have leaders try to teach all requirements as a game.
4.  Stress the importance of reviewing slow-advancing boys monthly. Sometimes it stimulates; in any event, it reveals problems.
5. Remind leaders that advancement is the outcome of good program and should be fun for members, not just for earning badges.
11. Make sure unit leaders give youth prompt recognition in colorful ceremonies.
12. Show the unit leaders the proper use of an advancement wall chart to display youth advancement at meetings.
13. Check to determine if unit leaders are reporting advancement properly to the council service center.
14.  Understand the Venturing method to becoming an Eagle Scout as explained in the *Venturing Leader Manual*.
15.  Understand the Quartermaster rank in Sea Scouting.
16.  Review with crew Advisors the requirements for all Venturing advancement and awards as explained in the *Venturing Leader Manual*, *Venturer/Ranger Handbook*, *Quest Handbook*, or *TRUST Handbook*.

BOY AND YOUTH INTEREST

STANDARD



1. Youth are enthusiastically interested.
2. Youth participation is keen.
3. There is Scoutlike conduct.

COMMISSIONER ACTIONS

1. Take unit leaders to visit a unit with high youth morale and interest.
2.   Lead a discussion on “Why Boys Stay in Scouting” and make sure points such as “It’s fun,” “It’s a game,” etc., are included.
3.  Develop with unit leaders a plan for inter-patrol activities.
4. Analyze with unit leaders whether promises to youth are being fulfilled. Failure to go camping, go hiking, advance, and be recognized are major reasons for youth losing interest.
5. The unit leader’s enthusiasm, high morale, interest, and Scoutlike conduct set an example for youth.
6.   Participation in pack and troop meetings is on a den and patrol basis and each boy should participate.
7. Explain to leaders that a well-planned unit program is the key to interest. A youth who feels he or she is progressing and going places will be interested.
8. Guide leaders to make each individual youth feel important.

BOY SCOUT CAMPING—LONG-TERM

STANDARD



1.  A minimum of 60 percent of the boys attend one week of resident summer camp.
2.  Camping experiences strengthen skills, ideals, and advancement.

COMMISSIONER ACTIONS

1. Introduce the troop to a camp savings plan early in the fall.
2. Show an audiovisual on summer camp to the leaders, committee members, and parents.
3. Schedule a meeting between camping committee specialists and troop leaders.
4. Encourage the troop to use the council’s long-term camp facilities for a troop overnight.
5. Recommend that the troop conduct at least one parents’ meeting on summer camp followed by a planning meeting of the troop leaders.
6. Explain that summer camp is the culmination of the entire year’s program and provides a full range of Scouting skill opportunities.
7. If the troop will be out during the boys’ usual time of worship, be sure the troop arranges for appropriate religious services.
8. Some companies and employers will give an employee preference on selecting a vacation period and some give an extra week of vacation when the employee tells them it’s for Scout camping. Help your troops explore this possibility.

BOY SCOUT CAMPING—SHORT-TERM

STANDARD

1.  The troop has one outdoor activity each month, such as a day hike, campout, trip, tour, etc.
2.  The troop qualifies for the National Outdoor Challenge and Quality Unit Award.

COMMISSIONER ACTIONS

1. The Scoutmaster may lack self-confidence in the out-of-doors. Help the Scoutmaster plan a trip and secure assistance for this trip.
2. Take the Scoutmaster to a training session on camping or give personal coaching on this topic.

3. Go with the troop on an outdoor event and advise.
4. Give the Scoutmaster program material on camping and places to go.
5. Schedule a meeting between a member of the district camping committee and troop leaders.
6. Help develop an outdoorsman who is a member of the troop committee.
7. Suggest that the troop take several day hikes and practice camping skills before holding an overnight campout.

BOYS' LIFE

STANDARD

Encourage 100 percent of families to subscribe to *Boys' Life* magazine for 12 months and finance subscriptions on the budget plan.


COMMISSIONER ACTIONS

1. Show how the unit budget method is the natural way to fund *Boys' Life*. Encourage the unit to use the Unit Budget Plan, No. 524-426, to adequately fund registration fees, *Boys' Life*, equipment needs, etc.
2. Compare an actual copy of *Boys' Life* to actual comic magazines at a meeting with unit adults. Remove the staples from a comic book; tape the loose pages end-to-end. Do the same thing with a *Boys' Life* magazine. Roll the magazines out side by side. *Boys' Life* is the superior value, plus *Boys' Life* costs $\frac{1}{2}$ to $\frac{1}{3}$ less than a comic book.
3. Use the annual charter review time as an ideal time to help units become 100 percent *Boys' Life* units.
4. Examine a copy of *Boys' Life* with the unit leader to show how it becomes an effective program tool. Show the "Let *Boys' Life* Be Your Program Helper" in every issue of *Scouting* magazine to identify articles and stories that support monthly unit program themes and rank advancement.



5. Publicly recognize units with the 100 percent *Boys' Life* streamer.
6. The ability to read well is a survival skill. Point out how unit leaders have a unique opportunity to help young people develop their reading ability—especially at an early age. The BSA publishes three demographic-age-specific editions of *Boys' Life* to meet the reading-level needs of its readers: ages 6 to 8, 9 to 10, and 11+ years old.
7. Show Scoutmasters how to use "Scouts in Action" features for their Scoutmaster's minute.
8. Carry *Boys' Life* with you to share when you visit unit meetings and committee meetings.
9. Remind units that are 100 percent *Boys' Life* and a Journey to Excellence Performance Award Unit to wear the special individual Journey to Excellence Performance Award Unit patch.

BUSINESS PRACTICES

STANDARD

1. Accurate records are kept covering membership, advancement, the budget plan, 100 percent *Boys' Life*, and dues payment.
2. Youth assist in keeping records and share in unit expenditures.
3.  Venturers are elected by members as crew president, vice-president, secretary, and treasurer. They learn how to run meetings in an orderly fashion.

COMMISSIONER ACTIONS

1.  Have the troop scribe work directly with the troop committee treasurer. Help the scribe earn the American Business merit badge.
2.  Have the crew treasurer work directly with the crew committee and adult treasurer.


3. Explain the use of the unit record book with the unit leader.
4. Help the unit set up a budget. Point out the training that youth gain by learning to keep records and also that dues pay for future projects.
5. Encourage the unit to have a checking account that requires two signatures.
6. *Boys' Life* magazine is a character development tool. Point out that the best and surest way of giving it to each youth is on the budget method.
7. Explain that dues are paid by each youth to meet the unit budget. The budget continues even though a youth misses a meeting. When he or she pays dues at a meeting, the dues are not paid for that particular meeting, but for his/her share of the unit budget.


CEREMONIES

STANDARD

1. Units conduct well-organized, varied ceremonies for opening and closing meetings, award presentations, graduations, and inductions.
2. Scouting ideals are woven into all ceremonies.
3. Youth participate in ceremonies.
4. The annual charter presentation is an impressive ceremony.

COMMISSIONER ACTIONS

1. Make the point with unit leaders that proper ceremonies can both dignify and inspire the unit program.
2.  Encourage all pack leaders to participate in the ceremonies section of a Cub Scout pow wow or university of Scouting.
3. Emphasize to unit leaders the value of starting and stopping meetings on a high plane.

4. Discuss with unit leaders how ceremonies can be used to recognize youth for their good deeds and encourage them.
5. Explain how ceremonies give youth a chance to participate and to be recognized. Participation gives them a chance to stand before a group and gain confidence.
6. Explain to the unit leader the team spirit gained by having youth put on the ceremonies.
7. Illustrate the value of ceremonies as means of having youth dedicate themselves to Scouting ideals in a colorful and dramatic way.
8.  Let pack leaders know that ceremonies are demonstrated at the monthly roundtable.
9. Set an example by making the next charter presentation to the chartered organization impressive. (See *Commissioner Fieldbook for Unit Service*.)

CHARTER PRESENTATION CEREMONY

STANDARD

The unit charter is presented at a regular meeting of the chartered organization. The ceremony is dignified, recognizes the relationship between Scouting and the organization, and contains a charge to the unit committee and leaders concerning their responsibilities.

COMMISSIONER ACTIONS

1. Meet with the chartered organization head to discuss the value of a charter presentation ceremony and obtain a commitment to the idea.
2. Meet with the unit committee to review the charter presentation ceremony.
3. Suggest that the committee chairman, chartered organization representative, and organization head meet to set a date and plan for the charter presentation.
4. Give the committee a suggested agenda for the charter presentation.
5. Get a neighboring unit to assist with the installation of a new unit.
6. Use the sample presentation in the *Commissioner Fieldbook for Unit Service*.

CHARTERED ORGANIZATION HEAD (EXECUTIVE OFFICER)

STANDARD

The head of the chartered organization regards Scouting as an integral part of the chartered organization's youth program and gives active support.

COMMISSIONER ACTIONS

1. Familiarize yourself with the type of organization that charts the unit. This will give you clues as to the appeal you must make to the organization and its leaders.
2. Present the head of the organization with the appropriate pamphlet or folder concerning the organization's relationship to Scouting. See your district executive for help.
3. Go with the district executive to discuss the relationship between Scouting and the chartered organization with the head of the organization.
4. Inform key members of the chartered organization about Scouting.
5. Encourage the unit to cooperate with the organization, avoiding conflicting dates, supporting special events, and carrying out the major goals of the organization within the framework of the unit.
6. Point out to the head of the organization the things the unit is doing to support the goals of the chartered organization.
7. Emphasize the effect Scouting has on the ideals, personal development, citizenship training, and self-reliance of youth. After all, this represents the major reason for an organization to use Scouting.
8. Get the assistance of the chartered organization representative in selling the head of the organization on Scouting.
9. Make effective preparations for a charter renewal meeting so that Scouting goals will be understood by the organization head at this time.
10. Determine the interests and concerns of the organization head, then appeal to these concerns.

CHARTERED ORGANIZATION REPRESENTATIVE

STANDARD

1. The chartered organization representative is an active member of the chartered organization, preferably a member of the governing body who is aware of its policies and practices.
2. The chartered organization representative serves as head of the “Scouting department” in the chartered organization, coordinating the activities of the various units with the organization as necessary.
3. The representative serves as a member of the district committee and is a voting member of the BSA local council.

COMMISSIONER ACTIONS

1. Encourage the chartered organization representative to attend unit committee meetings, especially the charter review meeting.
2. Take the chartered organization representative to a district committee meeting.
3. Convey to the chartered organization representative the responsibilities of the position, i.e., a strong unit committee, active unit leaders, good programs, and fulfillment of the chartered organization’s goals.
4. Encourage the chartered organization representative to attend appropriate training courses.
5. Assist the chartered organization representative in organizing an interunit committee representing all units chartered by the organization.

CHARTERED ORGANIZATION SUPPORT

STANDARD

1. The chartered organization representative is a respected member of the chartered organization.
2. Scouting is integrated with the chartered organization’s program.
3. The organization’s leaders actively support Scouting.
4. The chartered organization appoints the unit committee members, provides a meeting place for the unit, secures the unit’s leadership, and sees that the chartered organization’s youth receive the Scouting program.

COMMISSIONER ACTIONS



1. Encourage the chartered organization to appoint a chartered organization representative who is influential and respected in the organization, preferably a member of the governing body.
2. Discuss with the organization head the responsibilities of the chartered organization representa-

tive in carrying out the chartered organization’s goals through Scouting.

3. Recommend to chartered organization leaders that they give careful consideration to committee appointments, seeking those who will help fulfill the ideals and goals of the chartered organization.
4. Suggest to the unit committee that all unit meeting dates, camping trips, activities, etc., be cleared with the chartered organization to avoid conflict.
5. Point out to the unit leaders and unit committee members the importance of a good relationship with the organization leaders.
6. Discuss the organization’s responsibilities with the chartered organization as listed in the *Rules and Regulations of the Boy Scouts of America*, *Charter Application*, and *Scouting—A Resource for Community Organizations*.
7. Discuss the unit-organization relationship at charter review time.
8. Stress the value of service projects by the unit for the chartered organization.

CUB SCOUT OUTDOOR PROGRAM

STANDARD






-  The pack participates in Cub Scout day camp and other outdoor and camping events.
-  Cub Scouts earn the Cub Scout Outdoor Activity Award.

COMMISSIONER ACTIONS



1. Encourage the pack to attend district or council day camp, resident camp, and/or council-organized family camp, as a pack, as a den, or as individual families.
2. Guide pack leaders to plan pack overnights with their own pack BALOO-trained adult.
3. Encourage the pack to earn the National Summertime Pack Award by having at least one activity each month during June, July, and August.
4. Explain how the National Summertime Pack Award and the den ribbon and individual boy awards (pins) are earned.
5. Guide pack leaders to help boys earn the Cub Scout Outdoor Activity Award.









DEN AND PATROL PARTICIPATION

STANDARD

1.   Dens and patrols meet regularly. Patrols act under their own leadership.
2.  Patrols have hikes, put on ceremonies, run activities, and have flags, totems, etc.
3.   Den and patrol activities are related to the advancement program and build tradition and spirit.



COMMISSIONER ACTIONS

1.  Train the unit leaders, committee members, and boys on conducting patrol and troop meetings.
2.  Assist the Scoutmaster in setting up a Troop Leadership Training course and recommend that all boy leaders attend.

3.  Help leaders become conscious of letting the boys lead themselves.
4.   Encourage leaders to attend basic training for their position.
5.   Encourage the use of program themes; themes assure a closer relationship between den and pack meetings and patrol and troop meetings.
6.   Emphasize a natural team spirit and the group morale and leadership development that will result.
7.  Encourage den chiefs to earn the Den Chief Service Award and participate in a den chief training conference.

DEN CHIEFS

STANDARD

1.  Every Cub Scout and Webelos Scout den has a den chief (who is from the troop, team, or crew in the same chartered organization, if possible).
2.  All den chiefs are Boy Scouts, Varsity Scouts, or Venturers. The den chief is a youth leader in the troop, team, or crew.




COMMISSIONER ACTIONS

1. Point out the value of a den chief as an assistant to the den leader, especially in activities and games of a strenuous or completely boy nature. The den leader will be greatly aided by having someone who can give the boys' viewpoints.
2. Recommend to the Scoutmaster, Coach, or Advisor that den chiefs be used as recruiters for the troop, team, or crew.

3. Show how den chiefs can set a good example for the younger boys and develop their own leadership skills at the same time.
4. Stress the importance of the Scoutmaster, Coach, or Advisor establishing respect in the minds of the youth members for the position of den chief.
5. Encourage attendance at den chief training conference.
6. Encourage the completion of the Den Chief Service Award.
7. In some rural and inner-city communities, using den chiefs may not be a practical approach. In that case, suggest that den leaders involve teenagers in their family or neighborhood to assist them.

DEN LEADERS

STANDARD

1.  There is a den for every six to eight Cub Scouts.
2.  There is a trained den leader for every den, with an assistant.
3.  Boys join a pack and are assigned to a den.

COMMISSIONER ACTIONS




1. Advise the unit to keep a ratio of six to eight boys per den leader. When the ratio exceeds this number, organize another den or help get boys into another pack.
2. All dens need to have an assistant den leader. When the den leader resigns, a replacement is trained and ready. It is needed for two-deep leadership.
3. Encourage the pack to support the den leader with parents and den chiefs. Den leaders are

happier and stay longer when they don't have to do all the work.

4. Be sure that all new den leaders and assistants take Fast Start training.
5. Promote attendance at training courses and roundtables. If the den leader cannot take training, arrange for personal coaching. Self-study is also available for leaders who cannot attend training.
6. Review the position description for the den leader at a monthly pack leaders' meeting. Also review it with parents occasionally at the parents' meeting.
7. Encourage the pack leaders and the pack committee members to give the time and effort to properly recognize den leaders.
8. Remind leaders that Youth Protection training must be taken every two years.

DEN OPERATION

STANDARD

1.  Dens meet weekly with a trained den leader.
2.  Den meetings and activities follow a written agenda planned in advance that holds the interest of boys.
3.  All dens have a part in the monthly pack meetings.

COMMISSIONER ACTIONS

1. Have your pack leaders do a den health check. It's in a den where boys receive the greatest value from Cub Scouting.
2. Discuss with the Cubmaster and pack trainer ways to get all den leaders fully trained. Take leaders to training or bring training to the pack.
3. Have the Cubmaster determine whether den meetings are fun and attention-grabbing.
4. Make sure all den leaders plan meetings in advance using the den meeting program sheets.

5. Check to see whether dens are retaining their youth members.
6. Talk with the Cubmaster to be sure each den leader is the best kind of person to work directly with boys.
7. Be sure every new boy is quickly assigned to a den.
8. Suggest ways to increase den visibility in uniform outside of homes. Good visibility helps boys feel good about being Cub Scouts and encourages other families to join.
9. Suggest age-appropriate community service projects to den and pack leaders.
10. Discuss with pack leaders the kinds of den activities and trips that are fun and exciting for boys.
11. Have Cubmaster make sure den leaders fill den meetings with activities that help boys advance.
12. Suggest the Cubmaster recruit Venturers to assist with the pack.

LEADERSHIP TURNOVER

STANDARD

1. Two-deep leadership exists with an assistant capable of assuming the top leader's responsibilities.
2. Effective unit leaders serve for at least two years.

COMMISSIONER ACTIONS








1. Be sure leaders get immediate training online. A trained unit leader will get more satisfaction, give better service, and stay longer. All leaders are required to have Youth Protection training.
2. Guide the unit committee to build two, three, and even deeper leadership. This encourages the top leader to stay longer, and makes it easier to move an experienced assistant up.

Important: have a written succession plan developed for key leadership.








3. Make sure unit leaders are carefully selected in the first place. Show the unit committee how to use the *Foundations for Selecting Unit Leaders* brochure.
4. Often the solution to a leadership turnover problem is to build a strong supporting committee. Analyze ways to strengthen the unit committee.
5. Guide the unit committee toward selecting a parent of one of the youth as a leader. They often are more interested and stay longer.
6. Bring the unit leader to a roundtable. The camaraderie that develops and the information acquired will help the unit leader over many of the rough spots.
7. Be sure your unit leaders receive much positive recognition for their service and accomplishments.

MEETING MOTIVATION

STANDARD



1. Meetings show evidence of stimulation and programming.
2.   Den and patrol meetings point toward future pack and troop meetings.
3. Preparation is good and youth participation is good.
4.  The crew meeting is more like a club than a class, and crews have an additional monthly activity. Avoid classroom-like settings.
5.  Help troop leaders understand that one of the goals of Scouting, developing leadership, is defeated by a Scoutmaster who does it all.
6.  Assist the troop in developing interpatrol activities.
7. Show a visual on conducting meetings to unit leaders.
8. Take the unit leaders to visit a unit meeting with good motivation.
9.   Promote the use of pack themes and troop program features. This will help develop a tie between den and pack meetings and patrol and troop meetings.

COMMISSIONER ACTIONS

1.  Encourage the Cubmaster to hold periodic meetings with den chiefs to develop meeting motivation.
2.  Each boy should have some part in each pack meeting.
3.  Establish a weekly patrol leaders' council meeting after the regular troop meeting to discuss and plan followup.
4.  Hold monthly crew leaders' meeting to follow up on planning and doing the business of the crew.
10.  Develop a natural team spirit by the use of patrol and den ceremonies.
11.  Recommend the use of specific short- and long-term projects.
12. Encourage variety in unit program content.
13.  Encourage crews and Venturers to assist and support packs and troops.

MEETING PLACE

STANDARD

1. The meeting room is clean, safe, and regularly available. There are decorations for atmosphere and practical use.
2.  There is space available for parents' meetings.
3.  Den meetings are held in homes, when practical.
2. Have unit leaders notify the chartered organization of meeting place needs far in advance.
3. Meet with the chartered organization properties committee to discuss meeting facility needs.
4. Visit a unit that has proper meeting facilities.
5. Recommend cleaning or painting the meeting room as a good service project.
6. Suggest that the meeting facility janitor be a member of the committee or be invited to the annual banquet.



COMMISSIONER ACTIONS

1. With the unit committee members as inspectors, conduct a meeting place inspection and follow-up critique. Use the Meeting Place Inspection Checklist, No. 6140.
7. Suggest that a member of the chartered organization's properties committee be on the unit committee.





8. Suggest that the unit rebuild unused basements, attics, subcellars, etc., for meeting places if they meet fire codes.
9. Recommend that a unit committee member be responsible for the meeting room.
10. Encourage the use of portable decorations to add to the spirit of the unit.







PARENT PARTICIPATION

STANDARD

1.  Cub Scouts are accompanied by their parents or guardians to all pack meetings.
2.  Services of patrol parents are utilized.
3. Parents' nights are planned and held.









COMMISSIONER ACTIONS

1.  Encourage a habit of boys attending pack meetings accompanied by parent, guardian, or some other adult family member.
2.  Hold a pack adults' meeting during September and October pack meetings (parents, guardians, etc.).
3. Have a committee member visit the parents of new youth members.
4.  Pack committee members should visit those parents who do not attend pack activities or otherwise help their sons.
5.  Encourage parent assignments to committees.



6.  Suggest activities where the Cubmaster and committee members can establish personal contact with parents.
7.  Arrange for leaders and committee members to visit a unit with successful parent participation.
8.  Promote the idea that badges may only be presented by parents and guardians at pack meetings.
9.  Encourage the idea of having patrol parents.
10. Encourage the graduation of parents from a pack committee to a troop committee or from a troop committee to a crew committee.
11.  Explain the importance of parents' meetings, especially when planning summer camp.
12.  Encourage the use of parent attendance ribbons for dens at pack meetings.
13. Encourage parents to learn more about the Youth Protection policies of the BSA.

PROGRAM OPERATION

STANDARD



1. Meetings and events are orderly; they start on time, stop on time, and follow a plan.
2. Equipment for meetings is on hand.
3.   The program has inspiration, skill instruction, practice, and variety, and is conducted outside as much as possible.
4.   Youth leaders are in charge of the meeting.
5.  The program planned results in advancement at each meeting.
6.   Year-round camping is emphasized.
7.  Crew meetings and activities are exciting, well-planned, and of interest to youth members.

COMMISSIONER ACTIONS




1. Show audiovisuals on program operation at unit committee meetings.
2.  Observe at a patrol leaders' council meeting how assignments to boy leaders are made or taken. Encourage Scoutmasters to delegate assignments to boy leaders as part of their citizenship training.
3. Take unit leaders to visit a unit with orderly meetings.
4. Encourage leaders to attend basic training for their position.
5. Suggest that the unit assign an equipment person to the unit committee.
6. Check the written program to see if assignments are clearly made in advance.
7. Develop in the mind of the unit leader that skills can be taught through games, fun activities, and dramatic instruction.
8.  Encourage the crew to participate in district and council Venturing activities.




PROGRAM PLANNING

STANDARD

1. A detailed, written program including a schedule of meetings is always posted. Copies of the program are distributed to key people and all parents.
2. Program planning is done on a weekly, monthly, and annual basis.
3. Youth participate in program planning.
4.  Crew officers and Advisor plan the year's program in the crew officer's seminar.
5.  The chartered organization develops a program capability inventory (a list of adults who can support crew program with specific skills, ideas, projects, tours, and other resources).

COMMISSIONER ACTIONS

1.  Help pack conduct an annual program planning conference of Tiger Cub, Cub Scout, and Webelos den leaders, pack committee members, and den chiefs.
2.  Establish a monthly pack leaders' planning meeting and make sure the pack committee chairman, not the Cubmaster, calls the meetings.
3.  In the following order, set up an annual program planning process of:
 - a. The patrol leaders' council to plan the program
 - b. The troop committee to approve the program
 - c. The parents to support the program

4.  Encourage monthly patrol leaders' council meetings to plan for the upcoming month, and a short conference after troop meetings to check weekly assignments.
5.  Help the Advisor conduct the annual crew officers' seminar.
6. Take the unit leaders to training sessions on program planning.
7. Show audiovisuals on program planning to the unit leaders and committee members.
8. Suggest that a special feature on program planning be included in roundtables.
9. Encourage a written program.
10. Explain that the program should be planned to meet youths' interests and motivate youth participation. Leaders never ask, "What do you want to do?" They start with positive suggestions and ideas, then allow youth to build on the suggestions and to get involved in planning their program.
11. Use the annual program notebook and planning chart.
12. Encourage packs and troops to be familiar with Venturing crews as program resource people.
13.  Encourage crews to hold at least one Venturing Leadership Skills Course a year and attend Kodiak and Kodiak X leadership courses.


RECEPTION OF NEW MEMBERS

STANDARD

1. New members are frequently present at the unit meeting.
2. There is personalized attention to new members with a planned approach to integrate them into the unit.

COMMISSIONER ACTIONS

1. Suggest a welcoming committee composed of members.
2. Recommend that the leader, assistant leader, or a committee member visit each new member's home.

3.  Recommend that new boys be moved into a patrol as soon as possible.
4. Encourage an immediate induction ceremony after a member joins a unit.
5. Recommend that the unit leaders do everything possible to get parents to visit the unit and attend their child's induction.
6. Help the leader to chart the unit's age group. Encourage the leader to replace age groups that graduate with new members.
7. Visit unit open houses and joining nights to ensure quality.


RECOGNITION

STANDARD

1. Special recognition of youth leaders is given annually by the chartered organization.
2. Year-round recognition is given to the unit leadership by the chartered organization, unit committee, and parents.

COMMISSIONER ACTIONS

1. Encourage the unit committee to underwrite the cost for unit leaders to stay in camp, go on trips, and attend special activities.
2. Have the district commissioner or district chairman recognize individual leaders.






3. Encourage timely personal words of appreciation to leaders from committee members or parents. Suggest that the committee recognize leaders at annual banquets, through chartered organization publications, at parents' meetings and in local newspapers.
4. Encourage the committee or chartered organization to commend outstanding leaders in the presence of their employers for service to youth.
5. Encourage the recognition of the leaders' work at roundtables, district meetings, and district banquets.
6. Encourage units to plan simple recognition ceremonies at their meetings and banquets.
7. Encourage recognition of the spouses of leaders.
8. Recommend leaders to receive the Award of Merit and Silver Beaver Award.
9.  Work with the crew committee related to the Advisor Award of Merit.

SCOUTING IDEALS


STANDARD

1. Scouting ideals are integrated into ceremonies, games, service projects, activities, etc.
2. The attitude of the leaders and youth toward Scouting ideals is positive.
3. Units conduct community service projects as part of their normal unit program.

COMMISSIONER ACTIONS







1.  Emphasize the opportunity in camp of incorporating Scouting ideals into the daily lives of boys.
2.  Help the troop plan a service project hike.
3.  Counsel the Scoutmaster on the value of the patrol method and boy leadership as a method of promoting democratic principles.
4.  Encourage the use of games that exemplify the ideals of Scouting.
5.  Dramatize one point of the Scout Law each month.
6. Encourage unit leaders, committee members, and the chartered organization head to discuss Scouting ideals with youth and to stimulate

discussion of these ideals among the youth themselves.




7. Use ceremonies to incorporate the ideals of Scouting.
8. Every unit activity can and should express high ideals. Plan games that teach loyalty, truthfulness, helpfulness, obedience, bravery, good sportsmanship, doing your best, etc.
9. Stress the value of unit service projects for the community and for the chartered organization to teach Scouting ideals.
10. Determine if the unit leader is setting a proper example by word and deed. Bring the leader to roundtables where this topic will be discussed.
11. Promote a proper observance of Scout Sunday, Scout Sabbath, or some other religious service, and the use of the religious emblems program.
12. Encourage units to carry out community service projects in a way that actually teaches qualities of good citizenship.
13.  Encourage crews to host at least one violence prevention forum or ethics forum each year.

SUMMER PROGRAM

STANDARD




1.  Informal den events and monthly pack activities are held during the summer with emphasis on an outdoor program, Cub Scout day camp, resident camp, and Cub Scout family camping.
2.  The pack qualifies for the National Summertime Pack Award.
3.  Weekly troop or patrol events are held during the summer, along with outdoor meetings, hikes, and a long-term camping experience.
4.  The crew conducts an annual superactivity and continues crew meetings and activities throughout the summer.
3. Point out that summertime is, after all, the best time for activities for boys and the time when most boys need purposeful activities. Units with summertime activities usually have a high youth retention rate.
4. Suggest that the roundtable commissioner feature summer program.
5. Develop with the unit leadership summer trips to historical sites, plant tours, picnics, campouts, etc.
6.  Encourage packs to earn the National Summertime Pack Award, the den ribbon, and encourage members to earn the pin.
7.  Encourage troops to complete the National Outdoor Challenge.

COMMISSIONER ACTIONS

1.  Suggest that pack committee members and pack leaders be assigned responsibility for specific pack events throughout the summer.
2.  Be sure your packs plan a pack outdoor activity and/or pack meeting in June, July, and August that will encourage dens to meet all summer.
8. Help units understand that when activity ceases in the summer it becomes very difficult and time-consuming to reorganize in the fall.
9. Encourage units to attend district and council resident camping programs.
10.  Encourage crews to assist packs and troops with summer activities.

TOP UNIT LEADER

STANDARD

1. The unit leader is fully trained, is respected by youth and other adults, and has a keen interest in youth.
2.   Youth have a major role in leadership
3. The unit leader has a trained assistant leader for two-deep leadership and shares the leadership responsibilities.
4.  The crew Advisor is strictly an adviser and coach; Venturers run meetings and activities whenever possible.
2. Take the unit leader to a roundtable (see your roundtable leader) or to another unit meeting where youth leaders run the unit well.
3. Arrange for the unit leader to visit a unit with high leadership standards.
4. Arrange a showing of an appropriate audiovisual for the unit leader.
5. Personally coach the unit leader on basic training.
6. Assist in recruiting assistant leaders.
7. Suggest delegation of specific responsibilities to assistant leaders and consultants.

COMMISSIONER ACTIONS






1. Take the unit leader to the next training course (see your training chairman).
8. Involve the unit committee with specific responsibilities.
9. Work closely with the head of the chartered organization to see that leaders are the type of persons you would choose to lead your own children.

UNIFORMS

STANDARD

1. All youth own a uniform. For youth who cannot afford a uniform, the unit has a plan to help them obtain one.
2. The uniform is worn correctly and on proper occasions.

COMMISSIONER ACTIONS


1.  Suggest that the Scoutmaster give a Scoutmaster's Minute on uniforming.
2. Point out the practicality of wearing a uniform for Scouting occasions.
3. Explain how a uniform helps a youth fulfill Scouting ideals.
4. Stress the importance of the unit leaders' own example and attitude.
5. Suggest a discussion by youth on why a uniform helps build morale.
6. Have leaders or committee members present values of uniforming to parents.
7.   Suggest that uniform badges and a neckerchief be presented to each new boy to encourage him to obtain a uniform.
8. With unit committee members, review ways in which youth can earn money to purchase a uniform. (Remember: A Scout is thrifty; he pays his own way.)
9. Recommend that the unit establish a uniform exchange. Outgrown uniforms are cleaned, pressed, and made available to members.
10. Counsel unit leaders on regulations for wearing a uniform and placing badges.
11.   Assist unit leaders in conducting a uniform inspection.
12. The unit commissioner should set an example by wearing a uniform.
13. Encourage all leaders to wear a uniform at roundtables and training sessions.
14. Ask your district commissioner and roundtable commissioner to hold a sample uniform inspection at a roundtable.
15. Show the importance of a complete uniform by drawing a parallel to a complete football uniform, band uniform, etc.
16. The unit commissioner should keep the unit leader advised of changes in the uniform and uniform policy.
17. Be familiar with the *Insignia Guide*, No. 33066, and share it with unit leaders.

UNIT COMMITTEE

STANDARD

1. The unit committee has three members or more, as needed, including chartered organization members and parents.
2. The committee meets monthly.
3. Committee members attend all unit meetings and support the unit leaders.
2. Invite the parents of new youth members to serve on the unit committee.
3. Assist the unit in setting up a graduation procedure for parents from the pack committee to the troop committee.
4. Suggest that each committee member have a specific responsibility. This will keep them active.
5. Help the unit committee set up a meaningful agenda. People need the satisfaction of accomplishments.

COMMISSIONER ACTIONS

1.  A monthly progress report at the troop meeting will keep the committee in contact with the troop.
6. Point out to all adults that registering to serve is a privilege granted them and officially approved by the chartered organization and the Boy Scouts of America.

UNIT EQUIPMENT

STANDARD

The unit possesses adequate equipment for all unit functions, including meetings, unit camping, and special activities.

COMMISSIONER ACTIONS

1. Get a new unit off to an early start in obtaining priority equipment.
2. Make sure the chartered organization provides adequate storage space for the unit's equipment.
3. Explain to the unit committee its responsibility for meeting the unit's equipment needs.

WEBELOS-TO-SCOUT TRANSITION

STANDARD

Every Cub Scout who completes the fifth grade, reaches 11 years of age, or earns the Arrow of Light Award and is at least 10 years old is formally graduated from the pack and promptly received by a troop.

COMMISSIONER ACTIONS



1. Assist the pack in organizing one or more Webelos dens. Graduation into Boy Scouting is the natural outcome of a Webelos den.
2. Suggest that graduation be held at a pack meeting, with the Scoutmaster and patrol leader present.
3. Keep a record of boys who do not graduate so that follow-up contact can be made later.
4. The Webelos den leader or Cubmaster should take Webelos Scouts or Webelos Scout-age boys for one or two visits to a troop. The parent and den chief should also attend these troop visits.
5. Plan for a Webelos den to visit a troop court of honor, campfire, or joint Good Turn project.
6. Have the pack give each boy a copy of the *Boy Scout Handbook* for use in the troop.
7. Develop a close relationship between the pack and troop so that troop leaders will want to see boys graduate.
8. Advise the pack on the use of Webelos den chiefs for recruiting and assisting with graduation.
9. Encourage assistant patrol leaders to become Webelos den chiefs.
10. Work with the pack and troop in their charter renewal process to help ensure Webelos Scouts are moved from pack rosters to troop rosters.
11. Be sure graduating Cub Scouts have completed a Boy Scout application and that they know when and where the troop meets.

YOUTH ATTENDANCE

STANDARD



The average attendance at meetings is 75 to 90 percent.

COMMISSIONER ACTIONS



1.  Introduce the patrol parent idea. The patrol parent is a person who can keep an eye on the patrol and keep in touch with other parents.
2. With the unit leader, analyze each phase of the program to determine where fault for absenteeism lies. Isolate the problem categories and work toward their solutions.
3. With the unit committee, analyze how better program and better adult support can improve lagging attendance. Work toward improving specific leadership problems.
4. With the unit leadership, build a parent-interest program. Interested parents will encourage their child's attendance.
5. Encourage prompt follow-up on absenteeism by the unit leaders or have the unit committee appoint someone to follow up on absenteeism.
6.  Remind the crew Advisor that attendance may lag in late May due to graduation, summer jobs, family moves, etc.







YOUTH LEADERSHIP

STANDARD

1.  Youth leaders plan and lead most of the program in a democratic manner.
2.  Elected youth officers plan and run crew meetings and activities.

COMMISSIONER ACTIONS

1. Help unit leaders understand that youth planning and leadership is as important as other program features because character development and leadership training result from youth leadership.
2.  Advise the Scoutmaster and assistants how to set up a Troop Leadership Training course and sit in to support them as needed.
3.  Advise crew Advisors how to set up a crew officers' seminar and sit in to support them as needed.

4.  Hold an annual troop program planning meeting, a monthly patrol leaders' council meeting, and a weekly meeting after each troop meeting for all patrol leaders. The senior patrol leader should preside.
5. Encourage unit leaders and assistants to attend training courses.
6.  Encourage the Scoutmaster to conduct Troop Leadership Training.
7.  Encourage the crew Advisor to conduct a crew officers' briefing seminar.
8.  Encourage crew Advisors to run a crew Venturing Leadership Skills Course.
9.  Encourage Venturers to provide youth leadership for packs and troops.
10.  Encourage crews to schedule annual crew elections, usually during the summer.

YOUTH PROTECTION

STANDARD

1. A registered adult in each unit is responsible for ensuring that all adult leaders are current in Youth Protection training and that the appropriate Youth Protection video is available to the unit.
2. All registered unit adults have taken Youth Protection training.
3. Two registered adult leaders or one registered adult leader and a parent of a participant, one of whom must be 21 years of age or older, are required on all trips and outings.
4. All adult applications must be filled out completely with approvals by the unit committee chairman, chartered organization head or chartered organization representative, and Scout executive or designee.

COMMISSIONER ACTIONS

1. See that unit volunteers complete Youth Protection training.
2. See that all parents are aware of the BSA's Youth Protection program.
3. Be sure unit leaders and unit committees understand the BSA policy on two-deep leadership for all trips and outings.
4. Be prepared to interpret BSA procedures for leadership selection and approval when new adult leaders are being recruited.
5. Help unit adults understand how the unit can guide youth with the "three Rs of Youth Protection" (**R**ecognize, **R**esist, **R**eport).
6. Be prepared to suggest to unit leaders how they can help youth members who have been abused (see latest Youth Protection training).
7. Encourage unit leaders to show the appropriate Youth Protection video to youth members and parents or have them take Youth Protection training online at www.scouting.org.

A WORD ABOUT YOUTH PROTECTION

Child abuse is a serious problem in our society, and unfortunately, it can occur anywhere, even in Scouting. Youth safety is of paramount importance to Scouting. For that reason, the BSA continues to create barriers to abuse beyond what have previously existed in Scouting.

The Boy Scouts of America places the greatest importance on providing the most secure environment possible for its youth members. To maintain such an environment, the BSA has developed numerous procedural and leadership selection policies, and provides parents and leaders with numerous online and print resources for the Cub Scout, Boy Scout, and Venturing programs.

Effective June 1, 2010, the BSA implemented mandatory Youth Protection training for all registered volunteers.

New leaders are required to take Youth Protection training before submitting an application for registration. The certificate of completion for this training should be submitted at the time the application is made and before volunteer service with youth begins.

Youth Protection training must be taken every two years. If a volunteer does not meet the BSA's Youth Protection training requirement at the time of recharter, the volunteer will not be reregistered.

We encourage all adults to take the BSA's Youth Protection training.

To find out more about the Youth Protection policies of the Boy Scouts of America and how to help Scouting keep your family safe, see the *Parent's Guide* in any of the Cub Scouting or Boy Scouting handbooks, or go to <http://www.scouting.org/Training/YouthProtection.aspx>.

YOUTH REACTIONS TO ADULT LEADERS

STANDARD

Youth members like and enthusiastically support their leaders.

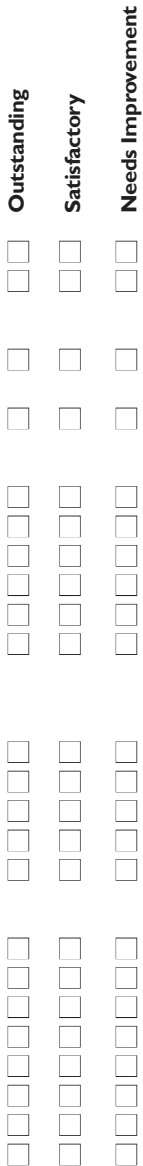
COMMISSIONER ACTIONS

1. Counsel the chartered organization head, unit committee members, and unit leaders on setting a good example for youth. Initiate a discussion on this topic in a committee meeting.
2. Does the unit have sufficient activity and outdoor experience? Youth like adults who are fulfilling the promises of Scouting.
3. Youth will respect kind but firm leaders. Help leaders develop this type of relationship with their youth.
4. Leaders must be consistent in their attitude toward youth. Encourage consistency.
5. Do unit leaders make meetings, activities, and Scoutcraft fun rather than a chore? Youth join Scouting because it's fun. The popular leader keeps Scouting fun.
6. Guide unit leaders in using youth leaders. Youth may resent leaders who don't permit them to help plan and lead.
7. Encourage unit leaders to get to know individual youth and how they react.
8. Encourage leaders to share their Scouting skills.

SELF-EVALUATION FOR UNIT COMMISSIONERS

Units and chartered organizations served _____

List other areas of interest or concern:



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UNIT COMMISSIONER WORKSHEET (PACK)

FOR USE AFTER VISITING A MEETING OF PACK NO.

Under each heading (bottom half of this page and reverse), circle the number of the statement that most closely resembles the pack meeting.

- 1 = An ideal situation
2 = Could be improved
3 = Needs action

To profile these statements, place a dot in the Unit Profile next to the heading and under the number that corresponds to the number you circled under that statement below and on reverse. To form a profile, connect the dots with a line.

For example, in the category titled "Leadership," a nearly ideal situation would be indicated by circling the "1" next to "Meeting had several adults involved in a smooth operation," and a dot in column 1 on the "Leadership" line of the Unit Profile.

Check the ways you intend to help by dating the appropriate boxes (bottom half of this page and reverse).

Keep this form with the unit roster.

UNIT PROFILE			
	1	2	3
Leadership			
Webelos dens			
Advancement			
Youth attendance			
Membership			
Family attendance			
Den participation			
Meeting operation			
Den chiefs			
Tiger Cub dens			

LEADERSHIP

- Pack meeting had several adults involved in a smooth operation.
- Several people involved but lacked coordination.
- Cubmaster ran the entire meeting.

Some Ways to Help

- ☐ Counsel Cubmaster in the value of delegating jobs.
- ☐ Ask for time at the next leaders' meeting to help coordinate jobs.
- ☐ Contact pack committee chairman about more adult leaders.
- ☐ Review adult responsibilities in the *Cub Scout Leader Book*.
- ☐ Convince Cubmaster of the value of training for pack leaders.

Literature Reference

Cub Scout Leader Book, "Leadership" chapter

DEN OPERATION

- Dens meet separately, each with a trained leader who has a good planned program.
- Dens meet separately but with little preplanning.
- Dens do not meet separately.

Some Ways to Help

- ☐ Help pack form dens that meet separately.
- ☐ Urge pack trainer to get all den leaders trained.
- ☐ Guide leaders to use Cub Scout den meeting program sheets.
- ☐ Be sure every new boy is quickly assigned to a den.
- ☐ Discuss with pack leaders the kinds of den activities that are fun and exciting for boys.
- ☐ Be sure all den leaders and the Cubmaster are using *Cub Scout Program Helps*.

Literature Reference

Cub Scout Leader Book, "Cub Scout Organization" chapter

ADVANCEMENT

- Awards made with parent(s) or guardian(s) participating in impressive ceremonies.
- Awards to boys without parent(s) involved, with minimal ceremony.
- No evidence of advancement.

Some Ways to Help

- ☐ Convince leaders to take training.
- ☐ Ask pack committee to appoint an advancement committee member.
- ☐ Discuss with pack leaders the use of advancement report forms.
- ☐ Help leaders plan an exciting ceremony using Cub Scout resource books.
- ☐ Encourage family involvement in presenting awards.

Literature References

Cub Scout Leader Book "Advancement" chapter and *Ceremonies for Dens and Packs*

YOUTH ATTENDANCE

1. More than 80 percent.
2. More than 60 percent.
3. Less than 60 percent.

Some Ways to Help

- ☐ Urge den leaders to contact families before pack meetings.
- ☐ Determine if weak leadership must be strengthened or replaced.
- ☐ Note parent participation as this affects boy attendance.
- ☐ Help leaders put more life into pack meetings.

Literature Reference

Cub Scout Leader Book, “Boys,” “Program Planning,” and “Family Involvement” chapters

MEMBERSHIP

1. New boys are inducted regularly.
2. An occasional new boy inducted.
3. No new boys.

Some Ways to Help

- ☐ Conduct a membership inventory as outlined in the *Cub Scout Leader Book*.
- ☐ Ask pack committee to appoint a membership committee member.
- ☐ Encourage Cubmaster to stage induction ceremonies.
- ☐ Help create new dens to allow for growth.
- ☐ Stress the importance of year-round recruiting.

Literature References

Cub Scout Leader Book “Leadership,” “Resources,” and “Den and Pack Management” chapters

ADULT ATTENDANCE

1. More adults than boys at meeting.
2. About the same number of adults as boys.
3. Only a few adults at meeting.

Some Ways to Help

- ☐ Explain the importance of activity for parents.
- ☐ Promote the idea of a rotating trophy for den attendance.
- ☐ Recommend pack meetings at the same time and place each month.
- ☐ Ask the pack committee to actively promote attendance.

Literature References

Cub Scout Leader Book “Family Involvement” chapter. Parents’ guide in Cub Scout books.

DEN PARTICIPATION

1. All dens active at pack meeting.
2. All dens participate to some extent.
3. Weak den participation.

Some Ways to Help

- ☐ Encourage Cubmaster to get den chiefs trained.
- ☐ Urge the use of planning sheets to involve all dens.
- ☐ Encourage use of tables for each den’s exhibits.
- ☐ Suggest that boys and families be seated by dens.

Literature References

Cub Scout Leader Book “Cub Scout Activities” and “Program Planning” chapters, *Cub Scout Program Helps*, and *Webelos Leader Guide*

MEETING OPERATION

1. Orderly meeting ran without delays, using written program.
2. Good meeting but some confusion.
3. Disorderly meeting.

Some Ways to Help

- ☐ Counsel Cubmaster on need for advance planning.
- ☐ Take leaders to next roundtable.
- ☐ Urge use of a written agenda showing everyone’s duties.
- ☐ At next leaders’ meeting discuss timing of a good pack meeting.

Literature References

Cub Scout Leader Book “Program Planning” chapter, *Cub Scout Program Helps*, and *Webelos Leader Guide*

DEN CHIEFS

1. All Cub Scout and Webelos Scout dens have active den chiefs.
2. Some den chiefs at meeting.
3. No den chiefs.

Some Ways to Help

- ☐ Meet with pack leaders and sell the den chief idea.
- ☐ Meet with Cubmaster and a Scoutmaster or crew Advisor to set up den chief recruiting.
- ☐ Meet with Cubmaster to set up den chief recruiting.
- ☐ Help pack trainer set up a den chief training plan.

Literature References

Cub Scout Leader Book “Leadership” chapter and *Den Chief Handbook*.

TIGER CUB DENS

1. There are one or more Tiger Cub dens, each with a trained Tiger Cub den leader.
2. Tiger Cub dens have little interaction with the pack.
3. There are no Tiger Cub dens.

Some Ways to Help

- ☐ Help pack leaders organize a Tiger Cub den.
- ☐ Urge pack leaders to get a Tiger Cub den leader trained.
- ☐ Help pack leaders understand the unique nature of the Tiger Cub program.
- ☐ Suggest five to nine partner teams per den.

Literature References

Tiger Cub Handbook and Tiger Cub chapter in *Cub Scout Leader Book*



UNIT COMMISSIONER WORKSHEET (TROOP)

FOR USE AFTER VISITING A MEETING OF TROOP NO.

Please don't use this worksheet during the troop meeting. You are not grading the troop's performance. You are only looking for ways to help. The form suggests how you might address any deficiencies. Plan your strategy before discussing it with the Scoutmaster or others in the troop. **Remember you are the troop's friend and your job is to help them to be successful.**

Under each category, circle the number of the statement that most closely resembles the troop meeting.

- 1 = Nearly an ideal situation
- 2 = Typical unit, could be improved
- 3 = Weak situation, needs action

To profile these statements on the Unit Profile, place a dot under the number you circled for each category. To form a profile, connect the dots with a line.

Check the ways you intend to help by dating the appropriate boxes (bottom half of this page and reverse).

Keep this form with the unit roster.

UNIT PROFILE			
	1	2	3
Meeting operation			
Boy leadership			
Skills instruction presentation			
Skills instruction levels			
Membership			
Budget plan			
Attendance			
Patrol activity			
Adult assistance			
Outdoor program			

MEETING OPERATION

1. Orderly meeting ran without delays using planned program and good format.
2. Good meeting with planning, but some confusion.
3. Disorderly or confusing meeting—no planning evident.

Some Ways to Help

- ☐ Take leaders to next roundtable.
- ☐ Encourage the Scoutmaster to attend Basic Leader training.
- ☐ Review the Troop Program Planning chapter in the *Scoutmaster Handbook* with the Scoutmaster and set a date for the annual program planning conference.
- ☐ Help Scoutmaster set up monthly patrol leaders' council meeting.
- ☐ Review *Troop Program Features* with the Scoutmaster.

BOY LEADERSHIP

1. Boys ran the meeting with adults in advisory capacity.
2. Some boy leadership with most activities run by adults.
3. Meeting was run entirely by adults.

Some Ways to Help

- ☐ Convince Scoutmaster to set up a monthly patrol leaders' council meeting.
- ☐ Review the Scoutmaster's Junior Leader Training Kit with Scoutmaster.
- ☐ Review the *Patrol Leader Handbook* with the Scoutmaster.
- ☐ Point out sections of the *Scoutmaster Handbook* that refer to the role of youth leadership in the troop.
- ☐ Remind Scoutmaster that Scouting includes leadership development.

SKILLS INSTRUCTION PRESENTATION

1. Scouts "learned by doing"; lots of hands-on learning experiences were provided.
2. Skills were presented in a classroom setting with some hands-on learning opportunities.
3. Classroom presentation was the only method of skills instruction.

Some Ways to Help

- ☐ Review *Troop Program Features* with the Scoutmaster.
- ☐ Share Tenderfoot-to-First Class advancement requirements with Scoutmaster and explain that these are designed to be experienced, not taught.
- ☐ Review the portion of advancement video that deals with teaching skills.
- ☐ Suggest use of Troop Advancement Wall Chart at meetings.

SKILLS INSTRUCTION LEVELS

1. Skills were taught for new Scouts, for experienced Scouts, and for older Scouts.
2. Skills were taught for new and experienced Scouts.
3. Only one level of skills was taught.

Some Ways to Help

- ☐ Encourage the Scoutmaster to attend Basic Leader training.
- ☐ Help the Scoutmaster identify a troop guide and assistant Scoutmaster to work with the new-Scout patrol.
- ☐ Help the Scoutmaster and troop committee identify assistant Scoutmasters to work with experienced and older Scouts.
- ☐ Help the Scoutmaster identify youth instructors.
- ☐ Help the Scoutmaster identify community resources to assist with program presentations or to serve as consultants for a Venture patrol.

MEMBERSHIP

1. Systematic recruiting evident.
2. Recruiting seems hit or miss.
3. No boys have joined recently.

Some Ways to Help

- ☐ Conduct an inventory to show the need for recruiting.
- ☐ Suggest that Scoutmaster assign an assistant Scoutmaster with new Scout responsibility.
- ☐ Help the assistant Scoutmaster for new Scouts establish a relationship with a local Cub Scout pack.
- ☐ Conduct a boy-fact survey in local schools and help the troop develop a plan to contact prospective members.
- ☐ Explain to the Scoutmaster the reasons for having a new-Scout patrol.

BUDGET PLAN

1. Dues collected regularly. Equipment, supplies adequate.
2. Dues collection spotty. Need essential equipment, supplies.
3. No dues collected. Very little equipment.

Some Ways to Help

- ☐ Ask troop leaders to use *Troop/Team Record Book*.
- ☐ Encourage troop committee to build budget based on annual program.
- ☐ Convince troop treasurer to train patrol scribes.

ATTENDANCE

1. Eighty-five percent or better.
2. Seventy-five percent or better.
3. Sixty percent.

Some Ways to Help

- ☐ Discuss the problem with troop committee. Ask them to follow up with parents of absentees.
- ☐ Ask Scoutmaster to help patrol leaders build interpatrol competition.
- ☐ Help organize a patrol point system to promote attendance.
- ☐ Check program. Is it planned, exciting?

PATROL ACTIVITY

1. Effective patrol operation with strong patrol spirit and a new-Scout patrol.
2. Patrols organized with little patrol activity.
3. No patrol operation.

Some Ways to Help

- ☐ Suggest that specific program assignments be given patrols before each meeting.
- ☐ Remind leaders that patrols under trained boy leaders are the key to troop success.
- ☐ Help Scoutmaster understand the junior leader training program.

ADULT ASSISTANCE

1. Each of the three skill levels (new Scout, experienced Scout, Venture) had an assigned assistant Scoutmaster.
2. Scoutmaster and assistant present.
3. Only Scoutmaster present at meeting.

Some Ways to Help

- ☐ Help conduct troop resources survey with parents of Scouts.
- ☐ Assist the Scoutmaster and troop committee in selecting and recruiting assistant Scoutmasters. Use the video and brochure *Selecting Quality Leaders*.
- ☐ Encourage using adults for short-term, task-specific assignments.
- ☐ Explain to the troop committee that two-deep leadership is required for all trips and outings.
- ☐ Train leaders in youth protection.

OUTDOOR PROGRAM

1. The program is planned to lead to outdoor activity.
2. Outdoor activity is scheduled, but the outdoor program is not planned.
3. No outdoor activity is scheduled.

Some Ways to Help

- ☐ Encourage the Scoutmaster to attend the next Basic Leader training.
- ☐ Review the Troop Program Planning chapter in the *Scoutmaster Handbook* with the Scoutmaster and set a date for an annual program planning conference.
- ☐ Seek help from the campmaster corps and district camping committee.
- ☐ Help the troop committee develop ways to secure camping equipment.
- ☐ Guide leaders in locating hiking and camping areas.

References

Boy Scout Advancement (video)
Boy Scout Handbook

Scoutmaster Handbook
Selecting Quality Leaders (brochure and video)

Troop Committee Guidebook

#34126A



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BOY SCOUTS OF AMERICA

34126A
2005 Printing



VENTURING® BSA

UNIT COMMISSIONER WORKSHEET (CREW)

FOR USE AFTER VISITING A MEETING OF CREW NO.

Under each heading (bottom half of this page and reverse), circle the number of the statement that most closely resembles the crew's situation.

- 1 = Nearly an ideal situation
2 = Typical unit, could be improved
3 = Weak situation, needs action

To profile these statements, place a dot in the Unit Profile next to the heading and under the number that corresponds to the number you circled under that statement below and on reverse. Form the profile by connecting the dots with a line.

For example, in the category titled "Adult leadership," a nearly ideal situation would be indicated by circling the "1" next to "Activity has at least two adults involved who train, guide, and coach youth with a minimum of directing or ordering"; and placing a dot in column 1 on the "Adult leadership" line of the Unit Profile.

Check the ways you intend to help by dating the appropriate boxes (bottom half of this page and reverse).

Keep this form with the unit roster.

UNIT PROFILE			
	1	2	3
Adult Advisors			
Elected officers			
Planned program			
Adult assistance			
Membership			
Meeting operation			
Service projects			
Program capability inventory			

ADULT ADVISORS

1. Activity has at least two adults involved who train, guide, and coach youth with a minimum of directing or ordering.
2. Adults give a lot of direction with elected officers only moderately involved.
3. No adults are present, or adults dominate the meeting with little youth involvement.

Some Ways to Help

- ☐ Be sure Advisors get training—Venturing Fast Start immediately following selection and Venturing Leader Specific Training as soon as possible.
- ☐ Counsel Advisors and crew committee members on the values of having elected officers run the crew.
- ☐ Review the job of the crew Advisor.
- ☐ Congratulate the Advisor as you see elected officers taking more initiative in running the crew.

ELECTED OFFICERS

1. Elected youth officers are involved in decision making and share with adult Advisors in planning program.
2. Youth officers have been elected but adults do much of the crew program planning.
3. No youth officers and/or adults run the show.

Some Ways to Help

- ☐ Convince the Advisor to have a monthly crew officers' meeting chaired by the crew president.
- ☐ Point out places in the *Venturing Leader Manual* that refer to elected youth officers.
- ☐ Help the Advisor run the crew officers' seminar.
- ☐ Discuss the advantages of elected officers as a key method of Venturing.

PLANNED PROGRAM

1. Crew has a year's program outline based on both the program capability inventory (PCI) and Venturing interest survey, planned at the elected officers' seminar with activity details planned in advance.
2. Specific meetings and activities are planned on a month-by-month basis.
3. There is little or no advance planning.

Some Ways to Help

- ☐ Help the Advisor run the crew elected officers' seminar.
- ☐ Help the Advisor use the Venturing interest survey and PCI, available in *Venturing Fast Start*.
- ☐ Review with Advisors the steps in good program planning.
- ☐ Congratulate officers on planning steps they have taken.

ADULT ASSISTANCE

1. The Advisor, associate Advisor, crew committee, and consultants are involved with the crew.
2. The crew has only an Advisor and associate Advisor.
3. The crew has only one adult leader.

Some Ways to Help

- ☐ Help develop specific assignments for adults.
- ☐ Suggest appropriate ways for adults to help youth leaders.
- ☐ Encourage the use of consultants to help with the Bronze, Gold, Silver, Quest, and Ranger award programs.
- ☐ Be sure coed crews have both men and women as Advisors or associate Advisors.
- ☐ Help recruit additional adults.
- ☐ Help adults get trained.

MEMBERSHIP

1. Systematic recruiting is evident, including a fall open house.
2. Recruiting seems hit or miss.
3. No new youth have joined recently.

Some Ways to Help

- ☐ Show Advisors how to conduct an open house.
- ☐ Suggest that the Advisor have elected officers devise a recruiting plan.
- ☐ Help Advisor chart age groupings to show potential vacancies.
- ☐ Encourage leaders to have crew members recruit their friends.
- ☐ Talk with your professional staff about the council hobby interest survey.

MEETING OPERATION

1. Crew meetings are run by elected officers, business items are handled quickly, and a major portion of meetings is devoted to a well-planned activity.
2. Business items take much time and the activity is weak.
3. Meetings lack planning and seem poorly run.

Some Ways to Help

- ☐ Visit monthly crew officers' meeting to review the steps in good program planning.
- ☐ Help the Advisor determine the interests of crew members and plan hands-on activities.
- ☐ Encourage crew officers to plan details so crew meetings have a minimum of business and a maximum of activities.
- ☐ Take the Advisor and crew president to visit a good meeting in another crew.

PROGRAM CAPABILITY INVENTORY

1. The crew has a program capability inventory (PCI) and uses it for planning meetings and activities.
2. The crew has a PCI but seldom uses it.
3. The crew does not have a PCI.

Some Ways to Help

- ☐ Supply PCI forms and encourage the chartered organization to use them. See PCI in *Venturing Fast Start* or *Venturing Leader Manual*.
- ☐ Explain to crew officers how the PCI brings together adults and youth with similar interests.
- ☐ Show the Advisor and crew committee how to screen and organize the items on the completed PCI for use in program planning.
- ☐ Congratulate the Advisor when you see ideas from the PCI being put to use.

SERVICE PROJECTS

1. The crew's program has frequent service projects for the community, its chartered organization, and/or a pack or troop.
2. The crew seldom carries out a service project.
3. The crew never has a service project.

Some Ways to Help

- ☐ Help crew leaders brainstorm a list of community needs.
- ☐ Share a list of service project ideas from the *Activities and Civic Service Committee Guide* or the *Venturing Leader Manual*.
- ☐ Share the seven criteria for selecting a project from the *Activities and Civic Service Committee Guide*.
- ☐ Encourage crews to report their community service projects on the Good Turn for America Web site.

#33660B

BOY SCOUTS OF AMERICA

33660B
2005 Printing



Guidelines for Unit Self-Assessment and Action Planning Meeting (conducted semi-annually)

Present at meeting: Unit Leader—Unit Committee Chair—Unit Commissioner—District Executive

Purpose of meeting (Use as the agenda for the meeting.):

- To evaluate the unit's progress toward achieving the Journey to Excellence Performance Unit Recognition Award
- To review the unit's goals, successes, and vision for the coming year, including a succession plan for future key leadership.
- To identify any areas of improvement—leadership, program, membership, youth and unit retention.
- To determine any specific actions needing to be taken to assist with unit improvements and determine who will follow up on those actions
- To schedule any necessary follow-up to monitor progress

When to conduct meeting:

- After the unit commissioner has visited the unit for the first time
- Annually to review strengths and areas of improvement to help provide direction for needed support, preferably six months prior to the annual charter renewal
- As needed when a problem arises
- When unit leadership changes

How should the arrangements for this meeting be set up?

- The unit commissioner speaks to the unit leader during the first unit visit to schedule the meeting date, time, and location.
- The dialog should include:
 - Approaching the unit leader after the meeting and requesting that a second meeting be set up with the unit leader and the unit committee chair.
 - Setting the meeting, preferably at the leader's or the chair's home.
 - Asking them to complete the unit self-assessment form prior to the meeting.
 - Letting them know the visit will include a discussion of the self-assessment form and how the goals and vision of their unit's program can be supported.

Why only the unit commissioner, unit leader, and unit chair?

- It provides a small group to openly analyze the program, their unit's needs, and steps to be taken to help resolve any issues.
- It helps open a dialog between the unit and the district. Once they meet and determine what needs to be done, others can be involved in helping determine which direction to go and any potential improvements that can be identified.

What preparation should be made prior to the action planning meeting?

- Review the statistics of the unit available from the local council and the district team, especially looking at:
 - Journey to Excellence Performance Award Unit status
 - Outdoor program participation
 - Advancement reports
 - Trained leadership status
 - Youth Protection training
 - Participation in district and council events
 - Roundtable attendance
- Complete the unit self-assessment form after the visit to analyze observations and review the statistics gathered from the council/district prior to the action planning meeting. (The self-assessment form is designed to take the place of the commissioner worksheet previously used by commissioners.)



Pack Self-Assessment

Pack Number: _____ District: _____ Date Completed: _____

Completed by: _____ Date Review Meeting Held: _____

Quality Criteria

Doing Great	Would Like Improvement	Needs Help	Comments and Needs
----------------	---------------------------	---------------	--------------------

I. Pack Leadership

- | | | | | |
|---|-------|-------|-------|-------|
| A. An active committee meets monthly. | _____ | _____ | _____ | _____ |
| B. Assistant leaders are in place for pack and dens. | _____ | _____ | _____ | _____ |
| C. Adult leaders are registered and Fast Start and Basic Leader Training are completed. | _____ | _____ | _____ | _____ |
| D. All dens have active den chiefs. | _____ | _____ | _____ | _____ |
| E. An active pack trainer is on the pack committee. | _____ | _____ | _____ | _____ |
| F. At least one adult is trained in BALOO (Basic Adult Leader Outdoor Orientation). | _____ | _____ | _____ | _____ |
| G. All adults have completed Youth Protection training within the past two years. | _____ | _____ | _____ | _____ |
| H. Webelos leaders have been trained in Outdoor Leader Skills for Webelos Leaders. | _____ | _____ | _____ | _____ |

II. Program

- | | | | | |
|--|-------|-------|-------|-------|
| A. We develop an annual program calendar and share it with our families. | _____ | _____ | _____ | _____ |
| B. We operate under the annual budget plan. | _____ | _____ | _____ | _____ |
| C. We conduct monthly pack leader meetings to plan den and pack meetings. | _____ | _____ | _____ | _____ |
| D. Den and pack leaders attend roundtables. | _____ | _____ | _____ | _____ |
| E. We review our program routinely with our chartered organization representative. | _____ | _____ | _____ | _____ |
| F. We develop an active outdoor program to involve our families. | _____ | _____ | _____ | _____ |
| G. A good percentage of our youth earn advancement awards regularly. | _____ | _____ | _____ | _____ |
| H. We conduct a monthly summertime program. | _____ | _____ | _____ | _____ |
| I. Our unit is 100 percent <i>Boys' Life</i> with all families. | _____ | _____ | _____ | _____ |
| J. We conduct at least one service project annually. | _____ | _____ | _____ | _____ |

III. Membership/Attendance

- | | | | | |
|---|-------|-------|-------|-------|
| A. We have dens of all ages involved. | _____ | _____ | _____ | _____ |
| B. Our weekly den meetings are strongly attended by our members. | _____ | _____ | _____ | _____ |
| C. We have good participation from youth and parents at pack meetings. | _____ | _____ | _____ | _____ |
| D. Our youth and leaders wear their uniforms to den and pack meetings and on outings. | _____ | _____ | _____ | _____ |
| E. We have an annual plan to recruit new youth members. | _____ | _____ | _____ | _____ |

IV. Journey to Excellence Performance Recognition Standards

- | | | | | |
|---|-------|-------|-------|-------|
| A. We annually recharter on time. | _____ | _____ | _____ | _____ |
| B. We earned the Centennial Quality Unit Award (Journey to Excellence Award) last year. | _____ | _____ | _____ | _____ |
| C. We are on track to earn the award this year. | _____ | _____ | _____ | _____ |

Date Review Meeting Held:

Doing Great	Would Like Improvement	Needs Help	Comments and Needs
----------------	---------------------------	---------------	--------------------

Doing Great	Would Like Improvement	Needs Help	Comments and Needs

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



Crew/Ship Self-Assessment

Crew/Ship Number: _____ District: _____ Date Completed: _____

Completed by: _____ Date Review Meeting Held: _____

Quality Criteria

I. Crew/Ship Leadership

	Doing Great	Would Like Improvement	Needs Help	Comments and Needs
A. An active committee with at least three members meets at least four times a year.	___	___	___	_____
B. Assistant adult leaders are involved in the unit. The unit has coed leadership (if the crew is coed).	___	___	___	_____
C. Adult leaders are registered and Fast Start and Basic Leader Training are completed.	___	___	___	_____
D. An adult leader coordinates training for all adults.	___	___	___	_____
E. An adult leader is trained in Safe Swim Defense and Safety Afloat (if aquatic activities are planned).	___	___	___	_____
F. An adult leader coordinates Youth Protection training. Everyone must be trained every two years.	___	___	___	_____
G. Youth leaders are elected by youth annually and are trained at a crew officers' seminar.	___	___	___	_____
H. Meetings and activities involve youth chairs and youth officers with adult guidance.	___	___	___	_____

II. Program

A. We develop an annual program calendar and share it with our families.	___	___	___	_____
B. We operate under the annual budget plan.	___	___	___	_____
C. We conduct monthly unit officer/leader meetings to plan unit meetings and activities.	___	___	___	_____
D. We have adult leaders attend roundtables and Teen Leaders' Council meetings (if held).	___	___	___	_____
E. We review our program routinely with our chartered organization representative.	___	___	___	_____
F. We have a strong program and go on at least one activity per month.	___	___	___	_____
G. We use the advancement/recognition awards programs to encourage personal development.	___	___	___	_____
H. We attend special council/district events.	___	___	___	_____
I. We plan a major activity annually.	___	___	___	_____
J. We conduct at least one service project annually.	___	___	___	_____
K. We support a pack or troop annually.	___	___	___	_____
L. We participate in a Venturing Leadership Skills Course annually.	___	___	___	_____
M. We conduct a minimum of two meetings or activities each month.	___	___	___	_____

III. Membership/Attendance

A. Our unit meetings are attended by at least 50 percent of our members regularly.	___	___	___	_____
B. Our youth and leaders wear their uniforms to unit meetings and on outings (if applicable).	___	___	___	_____
C. Our unit has an annual plan to recruit new youth members.	___	___	___	_____

IV. Journey to Excellence Performance Recognition Standards

A. We annually recharter on time.	___	___	___	_____
B. We earned the Centennial Quality Unit Award (Journey to Excellence Award) last year.	___	___	___	_____
C. We are on track to earn the award this year.	___	___	___	_____

NOTES

NOTES



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